

**Assessment grading criteria: Level 4 COURSEWORK**

CRITERION		100-90	89-80	79-70	69-60	59-50	49-40	39-30	29-20	19-10	9-0
		Exceptional	Excellent	Very good	Good	Sound	Satisfactory	Fail	Fail - poor	Fail - very poor	Fail - very poor
<b>PRESENTATION AND STYLE, CONFORMING TO INSTRUCTIONS</b>											
30%	Coherence and organisation of assignment. Addressing assessment purpose / adherence to guidelines.	Strong logical organisation and coherence enhances fulfilment of the assignment objectives. Addresses the purpose of the assessment in depth and with some creativity.	Strong logical organisation and coherence enhances fulfilment of the assignment objectives. Addresses the purpose of the assessment in depth.	Demonstrates logical organisation and coherence. Addresses the purpose of the assessment clearly and comprehensively.	Demonstrates sound, thoughtful organisation. Addresses the purpose of the assessment clearly.	Demonstrates generally sound, conventional organisation. Makes a sound attempt at addressing the assessment purpose.	Shows limited organisation. Makes an adequate attempt at addressing the assessment purpose, but with some digression.	Poorly presented and structured but partially understandable. Some knowledge displayed but not clearly linked to the assessment purpose.	Poorly presented and structured. Limited knowledge displayed but not clearly linked to the assessment purpose.	Disorganised and/or incoherent. Does not address the assessment purpose.	Disorganised and/or incoherent. Does not address the assessment purpose.
	Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	Excellent writing style appropriate to the assignment. Grammar and spelling accurate.	Fluent writing style appropriate to the assignment. Grammar and spelling accurate.	Language fluent. Grammar and spelling mainly accurate.	Language generally fluent. Grammar and spelling mainly accurate.	Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.	Generally understandable, but language contains errors which detract from the argument.	Meaning often unclear and/or frequent errors in grammar and/or spelling.	Meaning unclear and/or frequent errors in grammar and/or spelling.	Meaning unclear. Poor spelling, grammar and punctuation.	Meaning unclear. Poor spelling, grammar and punctuation.
	Referencing	Sources used are acknowledged in the text and reference list and used comprehensively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Entries in the reference list are accurate/ appropriate.	Attempts to follow systematic approach to the citation of sources, appropriate to the discipline. Entries in the reference list are generally accurate/ appropriate.	Some attempt to cite sources in the text but contains inaccuracies, inconsistencies and/or omissions. Integration between text and reference list is inconsistent. Entries in the reference list contain some errors.	Citations of sources in the text are inconsistent, inaccurate and/or incomplete. Entries in the reference list are incomplete and/or absent.	Citations of sources in the text are inaccurate and/or incomplete. Entries in the reference list are incomplete and/or absent.	No acknowledgement of sources of information in text and/or reference list.	No reference list.
<b>CONTENT AND KNOWLEDGE</b>											
40%	Information gathering, content and range of knowledge displayed	Selects highly relevant information. Demonstrates understanding of the complexity of the information and processes it effectively. Demonstrates a detailed, systematic, in-depth, theoretically informed knowledge base, with appreciation of the provisional nature of knowledge.	Selects highly relevant information. Demonstrates understanding of information and processes it effectively. Demonstrates a detailed, systematic, theoretically informed knowledge base, with some appreciation of the provisional nature of knowledge.	Selects appropriate information and processes it effectively. Demonstrates a detailed, systematic knowledge base, both theoretical and/or substantive.	Selects mostly appropriate information and processes it satisfactorily. Demonstrates a good factual and/or conceptual knowledge base and uses appropriate terminology.	Selects some appropriate information and processes it adequately. Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology.	Selects some appropriate information but processed it with limited success. Evidence of some knowledge of topic and use of appropriate terminology. May contain some errors and/or omissions.	Random information gathering. Inappropriate use of processing tools. Significant gaps in knowledge and/or misuse of terminology.	Inadequate information gathering. Significant gaps in knowledge or misuse of terminology.	Fails to collect appropriate data in any systematic way. Little or no relevant knowledge included.	Fails to collect appropriate data in any systematic way. Little or no relevant knowledge included.
	Knowledge and application of theory	Demonstrates a detailed, accurate, systematic theoretical understanding. Appropriately selected theoretical knowledge integrated into the overall assignment task.	Demonstrates a detailed, accurate, systematic understanding. Appropriately selected theoretical knowledge integrated into the overall assignment task.	Shows a systematic and accurate understanding of key theories, which are consistently and appropriately applied within the context of the assignment task.	Shows an accurate understanding of key theories, which are appropriately applied within the context of the assignment task.	Sound descriptive knowledge of key theories with some appropriate application.	Knowledge of theory is satisfactory but application and/or understanding limited.	Knowledge of theory inaccurate or application and/or understanding very limited.	Knowledge of theory inaccurate and/or incomplete. No apparent understanding.	Absence of relevant theoretical content and/or use of theory	Absence of relevant theoretical content and/or use of theory
	Use of literature / evidence of reading	Evidence of broad range of in-depth independent reading from high quality primary sources. Clear, accurate, systematic application of material. Shows developing ability to appraise material critically.	Evidence of a broad range of in-depth independent reading from high quality primary sources. Clear, accurate, systematic application of material.	Evidence of independent reading from a balanced combination of high quality primary with some higher quality secondary sources. Clear and accurate application of material.	Evidence of independent reading predominantly from good quality primary sources, with some secondary sources. Literature well applied.	Evidence of some independent reading from appropriate primary sources, with some secondary sources. Evidence of application of literature	Evidence of a somewhat narrow range of reading from appropriate secondary sources with some primary sources. Literature is presented in a descriptive way.	Limited evidence of reading or inappropriate sources used and/or engagement with the literature very superficial.	Very limited evidence of reading and/or inappropriate sources used and/or engagement with the literature very superficial.	Little or no relevant engagement with appropriate and/or unreliable literature.	Little or no relevant engagement with appropriate and/or unreliable literature.
<b>CONCLUSION AND APPLICATION TO ASSESSMENT TASK / PRACTICE</b>											
30%	Conclusions	Conclusions are well developed, and show some originality. They are thoroughly grounded in theory / literature. They form an integrated part of the overall assignment	Conclusions are well developed. They are thoroughly grounded in theory / literature. They form an integrated part of the overall assignment	Conclusions show development of thinking. They relate clearly and logically to theory / literature.	Logical conclusions are drawn which show some critical insight and are clearly derived from theory / literature.	Generally sound conclusions are drawn which are supported by theory / literature.	Some relevant conclusions are drawn which are derived from limited understanding of theory / literature.	Limited or ineffective attempt to draw together conclusion.	Lack of conclusions, or unsubstantiated / invalid conclusions drawn.	No conclusion	No conclusion
	Application to assessment task / practice	Well developed, theoretically informed application to assessment task / practice consistently integrated into the work.	Theoretically informed application to assessment task / practice consistently integrated into the work.	Demonstrates excellent understanding of, and application to, assessment task / practice well integrated into the work	Demonstrates very good understanding of, and application to, assessment task / practice	Demonstrates good understanding of, and application to, assessment task / practice	Demonstrates adequate understanding of, and application to, assessment task / practice.	Demonstrates some understanding of, but incorrect application to assessment task / practice.	Demonstrates limited understanding of, and incorrect application to assessment task / practice.	No understanding of, or application to, assessment task / practice.	No application to assessment task / practice.